

# Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education  
County District and School Numbers in the table below.

*To complete text areas click in grey box and type*

District Name:	Omaha Public Schools
County Dist. No.:	28-0001
School Name:	Bryan Senior High
County District School Number:	28-0001-003
School Grade span:	9-12
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify) _____ Career and Tech. Ed/Science/Drop Out Prevention/MTSS-B _____
School Principal Name:	Rony Ortega
School Principal Email Address:	rony.ortega@ops.org
School Mailing Address:	4700 Giles Road Omaha, NE 68157
School Phone Number:	531-299-2540
Additional Authorized Contact Person (Optional):	James Cunningham
Email of Additional Contact Person:	james.cunningham@ops.org
Superintendent Name:	Dr. Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Maria Lopez James Cunningham Maria Calderon Katie McWilliams Elisa Booth Tara James Raul Lopez Melissa Gates Rony Ortega Jennifer Cuddy  _____ _____	<u>Parent Administrator</u> Building Liaison Curriculum Specialist Department Head OPS Title I Office Student Dean of Students/Parent Principal Instructional Coach  _____ _____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 1,797	Average Class Size: 32	Number of Certified Instruction Staff: 110
Race and Ethnicity Percentages		
White: 16.2 %	Hispanic: 65.4 %	Asian: 3.1 %
Black/African American: 11.7 %	American Indian/Alaskan Native: 1.2 %	
Native Hawaiian or Other Pacific Islander: .1 %		Two or More Races: 2.4 %
Other Demographics Percentages		
Poverty: 86.3 %	English Learner: 11.6 %	Mobility: 12.8 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>MAP</b>	<b>SAS</b>
<b>ACT</b>	<b>TFI</b>
<b>Pre-ACT</b>	
<b>ELPA</b>	

*Please write a narrative in each box below to correspond to the Rating Rubric.*

*Place documentation in corresponding folder on flash drive to support the narrative.*

**1. Comprehensive Needs Assessment**

<b>1.1</b>	<i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Through interviews and a high-impact classroom observation assessment tool, data was collected and analyzed to assist with the development of a Target Focus. Because of this process, student engagement was identified as a deficiency. The SIP team collaborated to create a Target Focus goal addressing this deficiency. The Target Focus was presented to all teachers, and then voted on for adoption. The Target Focus, which was designed to address the concerns of low student engagement, centers around developing students to be self-sufficient, critical thinkers (See SIP PD &amp; Staff Presentation).</p> <p>In ninth and tenth grade math, science, and English classes, students monitor their academic proficiency through MAP testing and goal setting. MAP tests are adaptive tests that are administered in fall, winter, and spring testing windows. Students receive immediate feedback from their MAP score. Teachers work with students to interpret the data and set individual growth goals. MAP progress reports are provided to parents at parent-teacher conferences, showing a student's progress over time. The school's academic data representative tracks grade level MAP assessment trends and provides training to teachers to best use the data to adapt instruction. Growth considerations are given to race/ethnicity, lunch status, special education, and ESL. The math, science, and reading data substantiates a focus on self-sufficient, critical thinkers (See Data Book pgs. 15-30, pgs. 31-52).</p> <p>The MTSS-B/PBiS (Multi-Tiered Systems of Support for Behavior/Positive Behavior interventions and Supports) Team utilizes process, perceptual, and results data to guide and modify behavioral instruction. Staff members are asked to take the SAS (Self-Assessment Survey) every year. This survey is divided into four parts: School-wide, Classroom, Individual Student, and Non-Classroom Settings. In addition to the survey, the MTSS-B/PBiS Team completes the TFI (Tiered Fidelity Inventory). As part of the TFI, external evaluators interview students and staff members about specific features of MTSS-B/PBiS and submit the results to the team. The SAS and TFI align directly with the MTSS-B/PBiS process (See SAS Items, Subscale, Total Score and TFI Report).</p> <p>Climate survey perceptual data, representing students, staff, and parents, along with results data such as positive referrals, ODRs (Officie Discipline Referrals), suspensions, expulsions, and attendance rates are reviewed by focus teams and utilized to plan behavioral instruction as well (See Data Book pgs. 4-10).</p> <p>The district provides information and guidance on wellness and the impact it has on students' academic success. The wellness focus team works closely with the School-Based Health Clinic and nutritional services to identify appropriate wellness goals for students and staff (See Essentials in School Wellness).</p> <p>Through evaluation of student work, professional development, collaborative conversations, coaching, continued data collection and review, staff work together to implement, monitor, and adjust the school improvement plan (See Bryan High SIP Goals).</p>	

<b>1.2</b>	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i>
<p>Efforts are made each year to ensure that a significant number of parent/community surveys are completed. The survey is presented to our parents/community by email link twice per school year from the OPS Research Division. A link remains on the district website throughout the school year for parents and community members to access (<a href="http://www.TinyURL.com/OPSParentVoice">www.TinyURL.com/OPSParentVoice</a>). Additionally, a survey information sheet containing a QR code is offered to parents attending parent-teacher conferences in the spring (See Parent Voice Flyer). Students and staff, both certified and classified, are sent a survey link through their school email accounts. The survey data helps to create a picture in regards to climate/culture, communication, instruction, support staff/services, safety/discipline, and principal/administration. The survey shows how Bryan Senior High is perceived by our various publics and the results are used to help develop strategies within the school improvement plan (See Data Book pgs. 6-10).</p> <p>Our third quarter Title I Parent Meeting is used to gather specific input from our parents as it relates to current and future Title I strategies. We use these sources to make/modify plans for the building and for our students (See February Parent Meeting Agenda). Unfortunately, this meeting was canceled due to inclement weather. The agenda item will be moved to the fourth quarter Title I Parent Meeting in April.</p>	
<b>1.3</b>	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.</i>
<p>The school improvement plan outlines district academic, attendance, MTSS-B, and Wellness outcomes. School goals have been identified based on data and sanctioned by all staff members and/or specific focus teams. The focus teams (SIP, MTSS-B, Attendance, Wellness) monitor, adjust, and share strategies with staff throughout the school year. The improvement plan aligns with AQuESTT tenets and AdvancED Standards. The plan is a working document for Bryan High and includes progress monitoring as well as opportunities to adjust (See Bryan High School SIP Goals).</p>	

**2. Schoolwide reform strategies**

<b>2.1</b>	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.</i>
<p>The schoolwide improvement plan to raise student achievement incorporates the OPS Best Instructional Practices Handbook which is evidenced in all classrooms at Bryan High School. The OPS instructional framework is based on the Gradual Release of Instruction as it embeds literacy strategies across content areas, consistent procedures and routines, and a guaranteed and viable curriculum. All students benefit from the use of the OPS instructional framework which is culturally responsive, meeting the needs of special education, English language learning, and gifted/talented students. Additional levels of academic and behavioral support are identified through SATs (Student Assistance Teams) and MTSS-B/PBIS universal screening forms (See SAT Input, Tier 2 MTSS-B Student Nomination Form). Title I funds help hire additional teachers to continue the focus on this framework as it meets the needs of students at risk while still emphasizing math, science, and reading.</p> <p>Advisement/CREW (Creating Responsible Educated Well-Balanced Studetns) is intended to provide students an opportunity to receive personal attention and assistance through contact with a concerned faculty member who will act as a mentor to the students. Students are assigned to CREW periods by grade levels and various activities take place that focus on the development of students, academically and socially. CREW is held daily and structured by academics and goal setting (Monday), academics and sustained silent reading (Tuesday), student involvement in clubs (Wednesday), academics and skill building (Thursday), and wholesome</p>	

competitions (Friday). Presentations are sent out weekly for all teachers to use during CREW (See CREW Wk. of 12-3-18, CREW Wk. of 02-11-19).

School Counselors help all students with a wide range of issues including academic support, career and occupational opportunities, post-secondary academic options, and personal/social development. Counselors work with students individually, by appointment, in small group sessions, and during classroom presentations where they facilitate CREW activities that align with school counseling curriculum. The counseling department also coordinates the onsite student/adult mentoring program as well as career fairs (See Mentors, Counselors, Registration TCC).

The school's social worker acts as a liaison between the school, family, and a variety of social services. The social worker frequently communicates with probation officers, case workers, family support workers, and police departments in Douglas and Sarpy County to help remove barriers impacting the academic success of our students (See Social Worker).

The School Based Health Center (SBHC) collaborates with administrators, social workers, the school nurse and the counselors to conduct annual health risk screenings. Using the Rapid Assessment of Adolescent Preventable Services for Public Health (RAAPS-PH) the SBHC conducts school-wide screenings to identify specific public health needs indicated by many students. The RAAPS is a time efficient, validated, 32-question survey addressing risk behaviors in: diet, exercise, substance use, unintentional injury/violence, depression/self-harm, and sexuality (See survey\_RAAPS PH\_2016).

Bryan High School's process for addressing the educational needs of highly mobile students also includes assistance from our Student Support Liaison (SSL) who works with both students and their families to address attendance, academic, and personal needs. Bryan High School's Community Counselor is also available for students and families to address needs related to high mobility. The Community Counselor helps provide resources and additional supports (See CCPS SchoolBasedBrochures).

The Urban Agriculture and Food Science Academy and the Transportation, Distribution, and Logistics Academy are two pocket academies unique to Bryan High School. These academies provide career exploration, hands on career experiences, and post-secondary planning. The career academies are supported by advisory boards consisting of businesses and community partners who provide up-to-date industry information and valuable career related experiences for our students (See Academy Handout).

Students experience extended learning trips which offer an additional context related to instructional content. Targeted groups of students have opportunities to connect academics, behavior, and life skills to relevant, real-world situations. Trips to industrial facilities, youth summits, or student conferences, provide exposure opportunities to a variety of jobs/careers. Many of our students are only exposed to these opportunities through school resources (See Latino Youth Summit).

The students at Bryan High also benefit from a variety of contracted services that focus on human relations. Specific groups and organizations offer on-site and off-site opportunities for our students to grow into contributing young adults. The targeted student populations may be school-wide, specific grade levels or smaller groups of students nominated by counselors or administrators (See IncluCity, IncluCity Letter).

### **3. Qualifications of instructional paraprofessionals**

<b>3.1</b>	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>Paraprofessionals meet the requirements of Rule 10 and Every Student Succeeds Act (ESSA). They are provided on-going training specifically designed for paraprofessionals, sponsored by the district (See HR letter 18-19, Bryan HS staffing). All of the paraprofessionals work with ESL or special education students, either individually or in small groups. Paras are included in the same professional development provided to certified staff members at the building level (See Misconduct Training Certificates).</p>	

**4. High quality and ongoing professional development**

<b>4.1</b>	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Letters provided by Human Resources Department indicate that all staff in buildings are highly qualified and meet the requirements of Rule 10 and the Every Student Succeeds Act (ESSA). All new certified staff members to the district have gone through a mentoring and teacher induction program. The teachers and mentors meet throughout their first year of teaching and the new teacher induction program connects teachers with necessary building and district supports (See HR letter 18-19, Bryan HS staffing, 18-19 Mentor Programs Brochure). New staff meetings are held monthly at the school (See New Staff Agenda 2018).</p> <p>In alignment with the district, Bryan High School provides professional development and instructional coaching on the OPS Academic Action Plan, which supports the use of best instructional strategies. All certified staff members receive the OPS Best Practices Handbook outlining engagement strategies that address topics such as literacy, mathematics, rigor, engagement, and procedures/routines. The Best Practices Handbook and the OPS Academic Action Plan were designed to ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. Strategies and effect on learning/achievement are color coded to help teachers consider the impact on targeted subgroups. The color codes identify the strategies as good for all students, optimal for culturally responsive teaching, or optimal for students with learning needs (i.e., Special Education, English Language Learners) (See 2018-19 BIPH Handbook).</p> <p>To measure and address teacher engagement, Bryan High School has implemented a classroom coaching plan to help further support/coach teachers in their instruction. Bryan High School has partnered with many field experts such as Dr. Rachel Billmeyer-Reeder to increase coaching capacity of building leadership by strengthening reflective questioning and discussion during instructional coaching. The focus of instructional coaching is to continue a dialogue with teachers, specifically targeting the goals in the school improvement plan and the strategies in the Best Practices Handbook. Coaching visits are conducted multiples a week by the leadership team (See First Group Instructional Coaching with Dr. Billmyer). Meetings with teachers are held, and support is offered, on an as needed, individual basis (See Academic and Behavioral Coaching Form). Teachers are also encouraged to conduct peer coaching sessions as an additional means to grow, reflect, and support colleagues (See SIP Peer Coaching Template). Bryan High will expand partnerships with field experts and/or master teachers to directly support certified and classified staff through instructional coaching.</p> <p>Department meetings are utilized to professionally develop staff as it relates to the school improvement plan. Department meetings are used to help staff assess personal progress and to share building progress towards target goals (See Semester 1 Data Review Dept Mtgs). During these meetings, presentations focus on data, school and district initiatives, the OPS academic action plan, and pedagogy. Collaboration at department meetings remains the primary vehicle for moving the school improvement plan forward (See Sept. PD 2018, MTSS-B Department Meeting).</p>	

Our PLC book studies provide relevant information related to student growth and connect teaching strategies with school improvement target areas. Through the book studies, teachers are able to implement strategies to encourage student growth during the school year. The book studies create an atmosphere where peers are able to share their ideas to improve student engagement and maximize teacher impact. Three book studies currently underway are: Visible Learning for Literacy PD, The Growth Mindset Coach, and Innovator's Mindset (See Visible PD, Growth Mindset, Innovator's Mindset).

Many staff members attend conferences throughout the school year and during the summer such as NCTM (National Council of Teachers of Mathematics), the African American College Board Conference, and ACTE (Association for Career & Technical Education). These conferences enhance teaching techniques and strategies outlined in the Best Practices Handbook and are available to all certified staff. Information, ideas, and strategies learned at the conferences are shared at department meetings (See College Board Conference, NCTM).

## 5. Strategies to increase parental and family engagement

<b>5.1</b>	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
<p>The Title I School-Parent Compact was jointly created through department meeting conversations, input from academy advisory boards, student/parent/staff discussions at the winter Latino parent meetings, and many individual parent conversations at parent-teacher conferences and open house. The School Parent Compact was guided by input from the SIP, MTSS-B/PBiS, Wellness, and Attendance Focus Teams as well. District Title I staff, administrative cabinet, and community resources such as SBHC also played a role in the compact development. Student groups will play a bigger role in the development of the compact next year. The school parent compact is sent home as part of our handbook at the beginning of the school year (See Handbook pg. 17). Students are required to sign a handbook receipt (See Handbook Receipt). The School-Parent Compact was distributed at the Title I annual parent meeting and was submitted with the second quarter newsletter (See BHS Newsletter 2018-2019 Quarter 2). An updated version was added to the Bryan Senior High website under Title I (<a href="https://bryan.ops.org/ABOUTBRYANHS/Title1/tabid/1204/Default.aspx">https://bryan.ops.org/ABOUTBRYANHS/Title1/tabid/1204/Default.aspx</a>). This version will be added to the 2019-20 Student Handbook (See Compact and Policy, February Meeting Agenda, August Parent Meeting Agenda).</p>	
<b>5.2</b>	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>
<p>The Title I Parent and Family Engagement Policy is shared with parents at the winter parent meeting. Parents review and update the policy at that time. The Title I Parent and Family Engagement Policy is sent home as part of our handbook at the beginning of each school year (See Handbook pg. 16). The Parent and Family Engagement Policy was distributed at the Title I annual parent meeting and was submitted with the second quarter newsletter (See BHS Newsletter 2018-2019 Quarter 2). An updated version was added to the Bryan Senior High website under Title I (<a href="https://bryan.ops.org/ABOUTBRYANHS/Title1/tabid/1204/Default.aspx">https://bryan.ops.org/ABOUTBRYANHS/Title1/tabid/1204/Default.aspx</a>). This version will be added to the 2019-20 Student Handbook (See Compact and Policy, February Meeting Agenda, August Parent Meeting Agenda).</p>	
<b>5.3</b>	<i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i>

The annual Title I parent meeting was held on August 29, 2018. Title I was the primary focus of the meeting and immediately followed the welcome and introductions. One hundred and ten parents were in attendance along with the thirty-eight student leaders. The student leaders volunteered to help disseminate information, assist with serving food and drinks, provide supervision for young children, and engage with the guest speakers, parents, and staff (See August Parent Meeting Agenda, Title I Sign-in).

## 6. Transition Plan

<p><b>6.1</b></p>	<p><i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School). Provide supporting documentation in the corresponding folder.</i></p>
<p>To help incoming freshmen prepare for high school, Bryan offers the Transitions to Success Summer Program, which provides incoming freshmen an opportunity to prepare themselves for the Bryan Senior High School experience. Students in the Transitions to Success Program experience rigorous curriculum in the areas of English, math, social studies, and reading, as well as gain valuable study and success strategies that will benefit the student's high school experience (See 2019 Transitions to Success Reg Form).</p> <p>Omaha Bryan High School also conducts a freshmen first day at the beginning of the school year in which only freshmen students attend. This day-long program helps to transition students to the world of high school and emphasizes the importance of credits/graduating. Students run through their schedule for the year and meet supporting staff members and community partners through a guided staff tour. This helps to provide numerous contacts between the students, staff, and school service providers. Students also attend an expectation assembly on how to plan for success and get involved. Supporting staff members are introduced along with the vision and mission of Bryan Senior High (See Tour, Freshmen First Day, Freshmen Expectation Assembly, Student Schedule).</p> <p>When a new student comes to Bryan High School, a meeting is held with the data assistant principal, the student, and his/her guardian. During the course of the meeting, the student is provided a copy of the Student Handbook/Code of Conduct. An assessment of any incoming credits is conducted, and the student is given an overview of a day in the life of a student at Bryan High, explaining about our block schedule and CREW. Additionally, an overview of the resources available to Bryan students is provided (e.g. School Based Health Clinic, social worker, etc.). The student and parent/guardian are taken on a tour by a student ambassador. When appropriate for the student and/or parent, one of our three bilingual liaisons is included in the meeting (See Handbook, Code of Conduct-English, Code of Conduct-Spanish) .</p> <p>In addition, SBHC staff members administer the Rapid Assessment of Adolescent Preventable Services for Public Health (RAAPS-PH) with ALL freshmen during CREW time. The RAAPS-PH is a proactive approach to identifying specific public health needs indicated by the student. The RAAPS-PH helps to assess the physical, emotional, and social well-being of our incoming freshmen. Results are evaluated by highly trained and experienced members of the SBHC staff. Students and families are then connected with a variety of community agencies to assist in meeting their life needs, which significantly impacts their school preparedness (See survey_RAAPS PH_2016).</p>	
<p><b>6.2</b></p>	<p><i>Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career). Provide supporting documentation in the corresponding folder.</i></p>



At the senior parent/student meeting in the fall, counselors discuss important dates for seniors, review resources, scholarships, FAFSA, and financial aid. Counselors provide a list of important dates and deadlines so that parents can keep their students on track throughout the school year. Community resources are shared with parents and include information on colleges as well as local supports. The scholarship process is discussed along with tips on how to effectively and efficiently apply throughout the school year. FAFSA is discussed in detail along with how the school will support students and parents in making sure it gets filled out correctly and in a timely manner. Work study and grants are also discussed during the event as well (See Senior Parent Student Meeting).

To support on time grade completion, students and counselors create Personal Learning Plans/Course Planners with all students. Counselors meet with each student two times a year to review, monitor, and revise as needed. The goal with the Personal Learning Plans is to help students establish a 4-year learning path, and better track progress towards graduation and post-secondary choices (See Personal Learning Plan). Students at Bryan High School monitor their day to day grades and classes through the Infinite Campus student portal and grade checks in CREW.

ACT prep courses are offered during the school day and summer school, and scholarship and FAFSA workshops are held at select times throughout the year for students and parents (See pg. 25 Curriculum Handbook 2019-20). College visits and application fairs, along with career fairs are held during the year and are open to all interested students. Programs and clubs such as Avenue Scholars, AIM/Upward Bound, and ESL College Club are designed to provide supports and information about college preparedness, applications, and scholarships as well. A panel of colleges are invited to the October Title I parent meeting where they share information about their programs and answer questions by parents, students, and staff (See October Parent Meeting Agenda, ESL College).

Dual Enrollment provides high school students the opportunity to take college-credit bearing courses taught by college-approved high school teachers. Eligible courses allow students to earn high school credit and transcribed college credit at the time they pass the course. Omaha Public Schools partners with Metropolitan Community College (MCC), University of Nebraska (UNO), Creighton University (CU), Midland University (MU), and Nebraska Wesleyan University (NWU) to provide dual enrollment opportunities in Advanced Placement (AP), Career Education, and Magnet Program/Special Program courses. Dual Enrollment is a low-cost model where students realize reduced tuition rates, where credits earned may transfer to another college or university, and where students experience a smooth transition from high school to college. Each partner institution determines their own policies and guidelines regarding, tuition costs, application deadlines, acceptance and transferability of credits. The state of Nebraska offers the Access College Early (ACE) scholarship for low-income high school students (See AP and Dual Enrollment).

Nebraska VR's mission is to help students with disabilities prepare for, obtain, and maintain employment while helping businesses recruit, train, and retain employees with disabilities. Nebraska VR works with Bryan High School to help students plan for the future and prepare for careers that match their skills, abilities, and interests. Nebraska VR provides pre-employment transition services to our students in the Alternative Curriculum Placement Program (ACP) on a weekly basis. These services include job exploration, workplace readiness training, counseling, and instruction in self-advocacy (See Nebraska\_VR\_Transition).

## **7. Strategies to address areas of need**

**7.1**

*Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.*

Bryan High School offers a variety of before and after school programs and clubs. Programs such as National Honor Society support students to achieve academically and volunteer in their school and community. AIM/Upward Bound club and ESL College Club are designed to provide supports and information about college preparedness, applications, and scholarships. Skills USA focuses on developing a skilled workforce, and Latino Center of the Midlands supports academic and personal needs for many of our students. These special programs and clubs help students connect with school and create additional academic, social, and behavioral growth opportunities. Many of the groups are connected to national organizations and take part in state or national competitions. Bryan is looking to increase these opportunities by adding additional student groups during the school year and creating STEM enrichment camps during the summer (See Special Programs Clubs 2018-19, Xochikalli Flyer 2019-English, Ollin Flyer Fall 2018-19 BHS).

As a staff, we analyze data used in our plan and we are constantly monitoring students' progress and adjusting instructional support as needed. Instructional support may include curriculum development and/or re-writes. We offer tutoring on Tuesdays and Thursdays based on student needs in the areas of math, science, and reading. ESL Strategic Tutoring meets after school on Monday, Tuesday, and Wednesday as well and aligns with literacy strategies across all content areas. We have student assistance teams that meet during and after school to determine what supports are necessary to help students find success. These supports include a credit recovery and acruel summer school program. Additionally, resources are utilized to supplement learning such as having our library open before and after school and also during the summer school hours. Library books and magazines have been purchased to foster reading and to have resources readily available for students. Technology such as high end computers, promethean boards, and engineering (STEM) instructional supplies have been acquired for more effective, efficient, and engaging instruction (See 2019 Summer School Enrollment, Tutoring Schedule S2).

For students who need to recover required course credits for graduation, Bryan High School offers after school credit recovery as well as recovery for some core classes during the school day. Multiple pathways to graduation are made available in the district, including Accelerate, Independent Studies, and Adult High School. These opportunities allow students to make up high school credits in a non-traditional setting and stay on track to graduate (See Adult High School, Multiple Pathways Application).

As extended overnight learning opportunities, many of our students take part in college and career leadership development conferences, such as the DECA Central Region Career and Leadership Development Conference, and the United States Hispanic Leadership Institute. At these conferences, our students listen to speakers with messages about overcoming obstacles to excel in education and careers. These type of conferences are geared towards career readiness, tips for success in business and school, and human relations. Throughout these conference, students are encouraged to visit with representatives from businesses, colleges, and universities from across the country. Students are provided information about postsecondary education programs, financial aid information, as well as current job opportunities. These conferences help give our students needed direction and motivation to pursue a successful educational path. On a smaller scale, but still critical in meeting the needs of our students, a variety of local day conferences are attended by our students and/or parents to also increase the quality of learning. We are planning on increasing these opportunities for our students (See Math with a Musician, 2018 DECA CRCL Conference).

The MTSS-B focus team has implemented an approach called Restorative Discipline. Students who have been assigned to an after school "opportunity" are required to fill in a worksheet that correlates with their undesired behavior. Worksheets have been created in response to truancy, classroom disruption, disrespectful behaviors, and dishonest behaviors. Questions on each worksheet ask students to reflect upon their choices,

the outcome of those choices, and how it can be different moving forward. The purpose of this approach is not only in place to help students build character and critical thinking skills; it also fosters an opportunity for relationship building with students who are statistically identified with at risk data. Students who feel cared for by a variety of stakeholders are less likely to drop out of school. Bryan will expand this Restorative Discipline approach to classrooms and other programs (See What Happens When I am Truant, Honesty Lesson).

As an ongoing and intentional focus on parental involvement and communication, Bryan High recognizes the direct impact families have on student success. For this reason, we have offered an after school parent class for those interested in learning English. This has been extremely beneficial during parent/teacher conferences and provides two-way communication between the school and home. A Bryan High School FaceBook page has also been developed as a form of ongoing school and community communication. We will be expanding these classes and ways to communicate with our parents (See Parent Meeting Bryan, Parent English Workshop).

## 8. Coordination & integration of Federal, State and local services & programs

**8.1**

*Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.*

Given the various needs of our students, Bryan High School has created a plan to use its Title I resources to support teaching and learning through a variety of avenues, including: continuing a comprehensive afterschool tutoring program; creating a summer program that targets those students most at risk of failure; offering ongoing support to students by hiring additional teachers in both math science; supporting teachers and students by continuing to fund a literacy coach; offering additional programs, clubs or camps with a focus on STEM; providing teachers professional development opportunities to ensure optimal delivery of instruction; increasing transitional strategies for incoming and outgoing students; providing students with greater access to technology for instruction and assessment; providing families with programming that supports lifelong literacy and financial literacy skills; exposing students to real-world connections. All of the efforts of Title I will go hand in hand to support the school improvement goals established by Bryan High. Multiple sources of funding will be used in conjunction with the Title I funds to meet the needs of students including a grant from the Nebraska Department of Education (PBiS), Perkins Grant funds, Omaha Schools Foundation grants, as well as local funding via our school budget. Other sources of funding may come from the Urban Agriculture and Food Science Academy, Transportation Distribution & Logistics Academy, and other career and college readiness programs. All Title I strategies will support the school improvement goals established by Bryan High (See PBiS Grant).